

FREQUENTLY ASKED QUESTIONS from the District-Wide Leadership Team

Note: Under the 'Tools' pull down menu, select 'Document outline' and a navigation bar of all questions will appear on the side.

1. What is the OCFJSD new mission statement?

Working together to engage, challenge and inspire every student every day.

- *We engage our students with exceptional learning experiences and caring support.*
- *We challenge our students to set and achieve ever higher goals.*
- *We inspire our students to think critically, collaborate, communicate, and create.*

2. What is the strategic plan?

Please see [Strategic Plan 2016 - 2021](#)

In short, it is composed of the mission statement above, a vision statement, 6 core value statements, 5 goals, and 6 key strategies for change.

3. How did the strategic come to be?

The initial strategic plan grew out of Superintendent Culver's [entry plan report](#) where he interviewed over 100 community members, employees, and students about the strengths and opportunities for improvement of the Oak Creek Franklin School District. Recommendation 3 was: *"Before the next school year begins, with stakeholder involvement, create a reinvigorated vision and identify agreed upon indicators of success, long term aims, and one and five year goals for the school district. These should capture the imagination, address community expectations, and drive improvement."* Working with various groups and surveys, and the School Board, the strategic [plan was created as it exists in question 2 above. Consider this the foundation on which we will build and with the help of the District wide Leadership Team (DLT) keep current and aligned the needs and dreams of all stakeholder of our school district.

4. What sets Oak Creek/Franklin SD apart that would make the district beneficial for my child?

The people of Oak Creek-Franklin care deeply about their schools and are proud of their students' accomplishments. Likewise, the district's staff is deeply committed to their students' growth and has the capacity and desire to take a good instructional program forward to excellence. Review of stakeholder survey data and district performance data helped identify many celebrations in which the stakeholders of Oak Creek-Franklin take significant pride.

1. Quality Educators: Faculty and Staff

Repeatedly, stakeholders shared the positive impact faculty and staff have on students; and one another as colleagues! Parents value the commitment teachers have toward ensuring that students succeed academically as well as personally. Students expressed their feelings of success have a direct correlation to a personal connection with their teachers. Teachers verbalized an appreciation for district efforts to support them in their goal to continue to build and hone their skills. Support staff understand the value they add to the effort to educate children.

2. Amazingly Diverse Programs: Academics, Co-Curricular, and Extracurricular

From Marching Knights, to Knight Construction, to First Lego League, to Renaissance, to National Honor Society, to Art Docents, to many athletics and clubs, to hundreds of other opportunities at every level, Oak Creek-Franklin seems to have a place for every student to engage in every type of interest. The secondary curriculum provides incredibly diverse choices for students. The elementary program features world language in addition to art, music and phy. ed. What a wonderful place to raise a child no matter what his or her interests.

3. A diverse community expecting and supporting great schools

OCFJSD plays a significant role in the lives of many community members: students, employees, families, businesses, local government, and community members at large. More than 6,000 students and 700 employees are directly impacted by the school district. However ultimately, all those who live or work in this community have a vested interest in the success of OCFJSD. Our future is our children's future. A newcomer feels that even in the amazing growth and economic development in the city, value has been placed on ensuring that schools grow as well. This is reflected in the powerful statement of a supported referendum last fall to build two new schools. It is also reflected in how much parents and non-parent community members care about how these children are doing in school and express great pride in their schools. It is evident in cooperative ventures with the city and in generous donations from individuals and businesses to support school programs and activities. That all this support and commitment is evident in a highly diverse community is an even greater strength. The variety of cultures, ethnicities, religions, and languages in our schools offers students the opportunity to learn cultural responsiveness and appreciation for differences and prepares them to thrive in an ever-changing global future.

4. Fiscal Responsibility

Even given the unique tightness of the revenue limits on this particular district, the school district has excellent financial stability. Salaries are as good, often better on average, than neighboring districts according to the Wisconsin Taxpayer Association analysis. This district has a lean approach to making do within the tight budgets.

5. Focus on students

People really and truly care about the children or youth. Employees are concerned about a lot of things, but at the heart is doing what is right and best for children. Many people mentioned this in their interviews, but I also sensed this in many ways. Not the least of which was the politeness with which I see children treat adults and visitors. This is in part due to how families have raised their children, but also a response to the caring faculty and staff live towards them.

5. What is “DLT” ? / How were people selected for the committee? / What is our role in this plan?

One of the six key strategies is the development of “[Shared Leadership](#)”. If you look at the chart on [page 3](#), you see the relationship of the District Wide Leadership (DLT) to the other teams under development. In short, the DLT exists is to provide oversight and the “[voice](#) of stakeholders” during implementation of a multi-year District Strategic Plan by:

- ☐ Setting and communicating direction for the Community/District through the monitoring of the implementation of the strategic plan
- ☐ Monitoring data in the Balanced Scorecard
- ☐ Providing opportunity for wider stakeholder input
- ☐ Reviewing district action plans that are aligned to key goals and strategies of the strategic plan
- ☐ Developing and reviewing the District Balanced Scorecard to monitor progress of the strategic plan
- ☐ Ensuring transparency and accountability of the strategic plan

6. What are the programs/processes that the district has implemented / will implement to target its goals?

In addition to development of a Shared Leadership model, the district will focus on the following strategies over the next 5 years:

- Educator Effectiveness (Effectiveness Project)
- Continuous Improvement
- Personalized Learning
- Use of Technology to Foster Collaborative Learning

→ Strengthening family and community collaboration and communication.

7. Can we change the district goals every 3 years vs. every 5 years?

Progress and goals will be reviewed annually and the DLT may recommend new or revised goals to the School Board (who ultimately is responsible for adopting the strategic plan). Keep in mind strategic goals always look five years out and are tied to reaching the vision statement.

8. What are “high credentials”? Which are the ones we are focusing on? / All the information on “high credentials” is extremely powerful. Will that information be shared with 8th grade - HS students and parents? / Link to the list of high credential goals. / What is the significance of high credentials? /How do I help “set up” my kids for meeting the high credentials goal at a young age?

We are really happy to see so much interest in this important concept, somewhat new to public education. Strategic goals #2 states: **“60% of students graduate with 4 or more ‘high credentials’ on their transcript”** In the context of public schooling, “high credentials” is a term that means those things student may accomplish or achieve which research has solidly proven provide benefits to the student in the future as a student in post-secondary and/or in his/ her career. The following “credentials” have [a strong research base supporting the benefit to students in college or career](#):

A. “College Ready”

1. Students graduating with a GPA of 2.8 or higher **PLUS one** or more “high credential” (1a - 1d)
 - a. Students who scored a ‘3’ or higher on an AP Exam
 - b. Students who took an AP Course
 - c. Students who earned 3 or more College Credits while in HS
 - d. Students who completed Algebra II with a C or higher

- OR -
2. Students meeting College Readiness Placement Assessment (2a-2d)
 - a. **ACT** English 18 or higher
 - b. **ACT** Reading 22 or higher
 - c. **ACT** Science 23 or higher
 - d. **ACT** Math 22 or higher

B. “Career Ready”

1. Students graduating with an identified career interest [**Academic Career Plan**] **PLUS two** or more of “high credentials” (1a - 1f)
 - a. 90% attendance or better in grades 9-12 combined
 - b. 25 hours of community or volunteer service
 - c. Workplace learning experience
 - d. An Industry recognized credential
 - e. Dual Credit Career Pathway
 - f. Participation in 2 or more organized Extra-curricular or Co-curricular Activities

Before this way of thinking, students graduated when they earned 23 “credits” (defined as 180 hours of seat time and a grade of D- or higher). Now we want to help students, teachers, and families to understand it is the quality of the ‘credentials’ earned that will make our students future-ready.

We are working figure out what standards / credentials need to be established at elementary school and middle school to assure all students have access to earning these credentials in high school. We believe implementation of **STAR Assessments** in grade 1 - 10 (begun in 2016-2016) will help us define this path. This is a work in process.

We are also working on how to communicate and promote this concept more widely.

9. Do we have a path from 4K to 12th grade that will achieve high learning for our students? If we do, will it now change?

The current OCFJSD path from 4K to 12th grade seems to lead about 20 % of students to be “college ready” based on ACT scores in the 4 core academic areas (See high credentials question # 7, Section A2). This statement is based on ACT score for the class of 2016 and 2017. We want to preserve this path as it exists for certain students and strategically challenge, inspire, and engage the other 80% of students to find pathways to be ready for college and careers; and ways we can know it is happening.

10. What AP classes are offered?

Currently there are 21 with one more under development for next year. From the 2016-17 OCHS Programming Guide: AP Studio Art (2-D Design or Drawing); AP Studio Art (3-D); AP Computer Science; AP English; AP German Language; AP Chinese Language; AP Spanish Language; AP Calculus; AP Statistics; AP Biology; AP Chemistry; AP Physics 1; AP Physics 2; AP Environmental Science; AP European History; AP U.S. History; AP Government and Politics; AP Economic; and AP Psychology

11. What are some High School clubs that my student can be in?

[from the 2016-17 OCHS Programming Guide] “A comprehensive activity program is conducted at Oak Creek High School. In order to meet the needs of all students, the following activities are made available to the student body: Anime Club; Mu Alpha Theta (formerly Math Club); Band National Honor Art Society; Best Buddies; National Honor Society; Bowling; Neolithic Society; Chess Club; Renaissance; Comic Book Club; Robotics; Computer Club; Rugby (Girls); Drama/Musical; Scuba Club; Family, Career & Community Leaders of America (F.C.C.L.A.); Sceptre-Yearbook; Forensics; how Choir; Future Business Leaders of America (F.B.L.A.); Ski Club; Gay-Straight Alliance (GSA); Skills USA Club; German Club; Spanish Club Key Club; Sound Club; LaCrosse (Boys); Student Council; Mock Trial; Project Outreach; Sword and Shield School Newspaper; Model U.N.; Weight Training; Multicultural Club; Writing Club. In addition, other activities may be offered some years. Specific information regarding availability and participation in co-curricular programs will be given to the students in the first few weeks of school, and can also be found on the OCHS website. An Oak Creek Co-Curricular Activities Guide is also available.

12. What is the vision for the Freshman campus? / What is the main purpose of opening up a Freshman campus?

The 9th Grade Center of Oak Creek High School is being built because the high school is very overcrowded. The community approved a referendum in the fall of 2014 to create secondary school space for an additional 1,000 students adjacent to the current high school. The new facility will primarily serve 9th graders and work to assure they are ready to “launch” into high school and be successful. It is not a separate school but rather a “school

within a school” model. 9th grade centers / programs / academies, etc. (different district label them differently) have a great research track record of improved learning outcome by providing slightly sheltered/modified program with access to the full high school program. For example, see: [Ninth Grade Academies: Easing the Transition to High School](#) or [Final Report on the Study of Promising Ninth Grade Transition Strategies: A Study of Six High Schools](#) . For more, please see: [FAQ about the 9th Grade Center at Oak Creek High School](#)

13. What is Personalized Learning? / How do we compare in regards to “personalized learning” to other districts in our area?

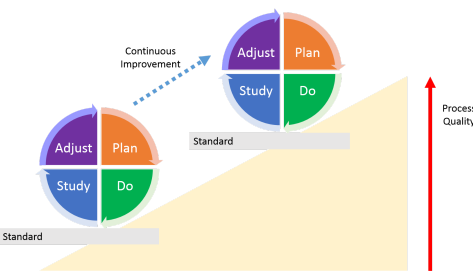
“Personalized Learning” is defined in the glossary. (Here’s the [bookmark](#).) However, one of the best descriptions of Personalized Learning practices is contained in “[What’s Possible with Personalized Learning: An Overview for Schools, Families, and Communities](#)”. In particular, pp 27 & 28 of that document is a “checklist for families ” about what an authentically personalized learning school or classroom should look like. The Oak Creek Franklin School District joined the [Institute for Personalized Learning](#) at CESA 1 in 2016. We were the 29th district to become a member. Many other school district in this region have been engaged in this work for 5 or more years and our district is just beginning to understand the implications of these practices. It is slated for beginning implementation as a district strategic initiative in the fall of 2017. The Board approve the development of a “middle level personalized learning center (yet to be officially named) to open in fall of 2018 (inside the 9th grade center) [Here’s information on that project which currently under development](#).

14. Where do students on an alternative curriculum fit into the Bridge Goals - they don’t typically take the ACT?

Not more than 1% of our students (typically those with significant cognitive disabilities) do not participate in the regular education portion of the Wisconsin School Assessment System (the ‘Forward’ Exam in grades 3-10th and ACT in the 11th). These students take the Dynamic Learning Maps (DLM) which is the special education portion of the Wisconsin School Assessment System. While one of our current goals addresses the ACT specifically this does not change our ultimate vision that “Every student graduates prepared to excel at their school or career of choice...” For a small, but equally important number of students the ACT will not be the appropriate measure of their preparation for success after graduation.

15. How are ‘engagement scores’ evaluated? What are the surveys? How are they used?

We have a regular suite of 4 surveys of various stakeholders. Each is on a scale of 1 (low) to 5 (high). Scores are used to study and determine “next steps” to get better. The survey names, purpose and time cycles are listed below.

District Service Survey <i>How well is the district office serving our schools and school leaders?</i>	3x a year	September January May	<u>Process</u> ❑ Roll out (Share Listen / Act/Adjust) → ❑ Action Plan (Communicate) → ❑ Do something different → ❑ Study / Check (next Survey) → ❑ Roll out (Listen / Act/Adjust) → 
Employee Engagement Survey <i>How do well are we fostering a culture characterized by open communication, high performance, and an engaged workforce?</i>	2x times a year	October April	
Parent Satisfaction Survey <i>How satisfied are parents?</i>	1x time a year	May	
Student Survey <i>How satisfied and engaged are students?</i>	1x time a year	May	

16. Goal one states, “Students meeting all four college /career benchmarks on the 11th grade A.C.T. (English, Math, Reading, Science) increases from 19% to 38%.” Does the 19% equal how many students passed the test?

19% is how many of the students in 2015 (class of 2016) scored high enough in all four areas to be considered “college ready” (the benchmark score) according to the A.C.T. See Question 8 for these specific scores.